

**MARYLAND STATE DEPARTMENT OF EDUCATION  
INTERIM PROGRESS REPORT C- 1- 25 C**

Grant Name	Striving Readers Comprehensive Literacy (SRCL) Grant Year 3	Grant Recipient Name	Howard County Public School System
MSDE Grant #	20-0978	Recipient Grant #	20097801
MSDE Grant Manager	Vanessa Williams	Recipient Project Manager	Stephanie Milligan
Fund Source Code	Title I, Part E	Grant Reporting Period	1-Oct-19                      30-Sep-20

**Section I: ATTACH ADDITIONAL SHEETS IF NEEDED OR ADJUST ROW HEIGHT TO ACCOMMODATE DATA AREA**

1. Explain grant activities that have taken place during the reporting period. What milestones have been met? What milestones have not been achieved? Have staff been hired according to schedule?  
 Accounting staff set up the Year 3 grant in our accounting system in January 2020. We are working to spend all Year 2 funds, and will begin making purchases and funding activities from Year 3 funds shortly.

2. Are the goals and objectives expected to be achieved by the end of the grant period? Yes  No   
 If not, explain:

3. Are grant timelines being adhered to? If not, explain and discuss the impact on grant outcomes.  
 Yes, we will anticipate completion of all activities by 9/30/2020.

4. How much of the budget has been expended to date? \$ 0.00 Percent 0%

5. Is spending consistent with budget projections? Yes  No   
 If not, what steps are being taken to expend the funds as planned?

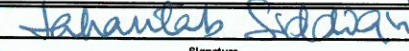
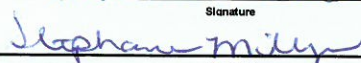
6. Will 100% of funds be expended by the end of the grant period? Yes  No   
 If not, what is the expected balance? .00

7. Will you request a change to the grant? Not expected at this time If so, what will be changed and why?

8. Summarize progress to date and discuss potential impediments to a successful outcome to the grant.  
 HCPSS accounting staff only recently received the Year 3 NOGA and set up the Year 3 grant in our accounting system in January 2020. We will begin making purchases and funding activities shortly, after having spent all Year 2 monies. We anticipate completing all grant activities by 9/30/20.

9. If you are requesting technical assistance from MSDE staff, please explain your request below:  
 N/A

**GRANT RECIPIENT SIGNATURES:**

Finance Official:	Jahantab Siddiqui		01/15/2020	410-313-6680
	<small>Print Name</small>	<small>Signature</small>	<small>Date</small>	<small>Telephone #</small>
Grant Project Manager:	Stephanie Milligan		01/08/2020	410-313-6843
	<small>Print Name</small>	<small>Signature</small>	<small>Date</small>	<small>Telephone #</small>

**II MSDE REVIEW**

Date Received: \_\_\_\_\_

**Review and Action Recommended**

<input type="checkbox"/>	Onsite Visit Scheduled*	*Date: _____ (see Section III)
<input type="checkbox"/>	Phone Contact Scheduled*	*Date: _____ (see Section III)
<input type="checkbox"/>	No Further Action at This Time	
<input type="checkbox"/>	Other (Explain)	

Reviewer's Signature	_____	Date	_____
Supervisor's Signature	_____	Date	_____





# HCPSS Grants Budget to Actual by Ledger Account

08:39 AM  
01/10/2020  
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Company for Organization Reporting: Howard County Public School System

Grant: 20124701 FY20 Striving Readers Comprehensive Literacy

Plan Structure: Grants

Period: 2020 - January

Time Period: Award Life to Date (Award)

Award (Grant Number): 100431: 20124701 FY20 Striving Readers Comprehensive Liter 10/01/2019 (version 0)

Ledger account	Grant Budget	Actuals	Commitment	Obligation	Remaining Budget
Revenue	\$650,000.00	0.00	0.00	0.00	\$650,000.00
13002:Restricted Through MSDE	\$650,000.00	0.00	0.00	0.00	\$650,000.00
Total Revenue	\$650,000.00	0.00	0.00	0.00	\$650,000.00
Spend	\$650,000.00	0.00	0.00	0.00	\$650,000.00
20209:Other Contracted Services	\$37,800.00	0.00	0.00	0.00	\$37,800.00
20329:Other Supplies and Materials	\$566,929.00	0.00	0.00	0.00	\$566,929.00
20413:Social Security	\$1,989.00	0.00	0.00	0.00	\$1,989.00
20890:Indirect Cost Recovery	\$17,282.00	0.00	0.00	0.00	\$17,282.00
21010:Wages-Substitute	\$8,000.00	0.00	0.00	0.00	\$8,000.00
21013:Wages - Workshop	\$18,000.00	0.00	0.00	0.00	\$18,000.00
Total Expenditures	\$650,000.00	0.00	0.00	0.00	\$650,000.00
Grant Income/Loss	0.00	0.00	0.00	0.00	0.00



## SRCL Year Three Interim Report-1

### Project Specific Performance Measures

**District:** Howard County Public School System

**Address:** 10910 Clarksville Pike, Ellicott City, MD 21042

**Superintendent:** Michael J. Martirano, Ed.D.

**Project Monitor:** Vanessa Williams

**Date:** January 21, 2020

Sub grant applications included clear and measurable goals, objectives, and milestones which were aligned to the Five Keys outlined in our state Striving Readers Comprehensive Literacy Grant Application and state Comprehensive Literacy Plan.

Please use this form to provide evidence to support the following Project Specific Performance Measures.

Completed forms should be submitted with the Year 2 Interim Report Form C-125-C found on the Grant Forms spreadsheet by **January 14, 2020**.

### Project Specific Performance Measures

**Goal #1: Instructional Leadership:**

What progress have you made towards increased participation in professional learning opportunities in literacy targeted to school based instructional leaders?

- Birth-4  
Pre-K teachers participated in professional learning around the Essential Instructional Practices in Early Literacy, setting professional goals and sharing information with school based teams that include related service providers, paraprofessionals, and team leaders
- K-5  
Elementary Reading Specialists participated in professional learning about specific reading interventions (Really Great Reading, Being a Reader, Being a Writer and DIBELS)
- 6-12  
Secondary Reading Specialists used their knowledge and expertise to evaluate and select a Tier II Intervention to meet the needs of students and staff in our Reading Intervention Program. Reading Specialists participated in meetings to communicate course expectations in intervention classrooms and discuss instructional best practices at the elementary and secondary levels. Secondary Leadership has implemented a best practices document for Secondary Language Arts Classroom.



**Goal #2: Strategic Professional Learning:**

What progress have you made towards increased participation in professional learning opportunities in literacy targeted to Early Childhood providers and teachers PreK-12 that is based upon a needs assessment?

- Birth-4  
Pre-K teachers participated in professional learning focused on the Essential Instructional Practices in Early Literacy. Opportunities for continued collaboration were offered at countywide professional learning days.
- K-5  
Grade Level (K-5) classroom teachers and interventionists participated in professional learning around on the Fountas and Pinnell Benchmark Assessment System (revised 2018).
- 6-12  
Secondary Reading Specialists have gathered for several professional learnings each at the middle and high school levels to address the specific literacy needs of students in Tier II and Tier III Interventions. Secondary Language Arts teachers have participated in several professional learning days with a variety of teacher-generated topics to address the literacy needs of their students

**Goal #3: Comprehensive System of Assessments:**

What progress have you made towards increased participation in school based data-informed decision making activities?

- Birth-4  
The Office of Early Childhood Programs has been working in collaboration with the Department of Program Innovation and Student Well-Being to insure Instructional Intervention Teams (IIT) are aware of developmentally appropriate instruction and **assessment** practices and appropriate data-points to inform planning. Activities include professional learning for IIT representatives, instructionally-aligned suggestions to support age-appropriate intervention, and assessment suggestions.



- K-5  
Literacy Coaches facilitate data analysis and instructional decision-making with classroom teachers in all elementary schools to support next steps in instructional practices and determine professional learning needs.
- 6-12  
Secondary Reading Specialists had two meetings to review assessment data and entrance and exit criteria for the appropriate placement of students. Secondary Reading Specialists participated in a meeting to discuss student articulation and placement data.